

Childminder report

Inspection date: 9 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a positive and welcoming environment for children to play and learn. Children are confident and clearly enjoy their time in the childminder's care. The childminder has established strong settling-in procedures that focus on the individual needs of children and their families. She prioritises developing warm and loving bonds with children when they start. This helps children to feel happy, safe and secure.

The childminder plans a curriculum that is sequenced and supports children to learn skills for the future. She offers children many opportunities and experiences that build on what they already know and can do. For example, children build on their hand-eye coordination as they pick up and post balls through holes in a cardboard snowman that the childminder has made. Children are eager learners who are keen to get involved in all that the childminder has to offer them. They make good progress in their learning and thrive in the stimulating environment that the childminder has created for them.

Children are kind, caring and behave well. The childminder is a positive role model with high expectations for children's behaviour. She provides clear explanations to children about their behaviour so that they know what is expected of them. The childminder offers children plenty of warm praise and encouragement. This helps to develop children's self-esteem and become responsible citizens.

What does the early years setting do well and what does it need to do better?

- The experienced childminder has a secure understanding of how children learn. She plans a range of engaging and exciting activities for them. For example, children enjoy exploring with colours. The childminder helps children to find, name and group different coloured objects from a tray. However, at times, during planned activities, the intention of what the childminder wants children to learn is too broad and covers too many concepts. This does not fully support children to embed their learning and practise their skills.
- The childminder supports children's early communication and language skills. She responds well to children's verbal and non-verbal communication. The childminder encourages children to develop a love of books. She reads stories with enthusiasm to help children to learn new words. Children enjoy joining in with familiar nursery rhymes during the day, encouraging their speaking skills. They are confident communicators.
- The childminder supports children to adopt a healthy lifestyle. Children have daily opportunities to be physically active, such as by playing outdoors and visiting local parks. Children learn about good oral health, such as when they practise brushing model teeth. The childminder provides children with fresh fruit

and works with parents to ensure that children's packed lunches are healthy and nutritious. These experiences help to support children's overall health and well-being.

- The childminder is reflective and takes effective steps to keep her knowledge and skills up to date. She completes regular training, attends webinars and works with her local authority effectively. The childminder reflects on the positive impact that training has had on children's communication and language development. In addition, the childminder regularly meets up with other childminders in the area to share knowledge with other professionals.
- The childminder takes children on daily outings in the local community. Children enjoy trips to local parks, playgroups and the library. The childminder teaches children about different festivals, such as Lunar New Year and Diwali. However, she does not fully consider ways to embed and extend children's knowledge about diversity in their day-to-day learning. This means, at times, children do not have the chance to reflect on their differences and what is unique about them.
- The childminder works well in partnership with parents and carers. Parents are very complimentary about the childminder. They say she is an 'excellent childminder' who is 'patient, understanding and caring'. The childminder keeps parents well informed about what the children have been doing through daily conversations and photos. This helps parents to support their children's learning at home.
- The childminder supports children's growing independence well. Children follow their own interests and make choices about what and where they play during the day. For instance, younger children choose to explore baskets of play food in the small-world area. The childminder encourages children to wash their own hands and feed themselves at snack time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the planning and implementation of adult-led activities to focus more on the intended learning for individual children
- extend opportunities for children to learn about people and families who are different to their own to further enhance their understanding of diversity.

Setting details

Unique reference number	EY285287
Local authority	Bradford
Inspection number	10367982
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Wyke area of Bradford. She operates during term time, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government-funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by the children and explained how she supports the children's learning and development.
- The childminder and the inspector carried out a joint observation.
- The inspector observed the quality of the interactions between the childminder and the children, and assessed the impact on the children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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